

# Autumn Term 1 – Y2 - Listening and Appraising Western Classical Tradition and Film

## What do I already know?

- I know how to use some musical language (tempo, pulse, rhythm) (Y1).
- I can describe how music makes me feel (Y1).
- I can identify some musical instruments (Y1)

## What will I learn?


- I will be able to find the pulse in a piece of music and describe what it means.
- I will be able to discuss the purpose of the piece and explain how it makes them feel – linking to concepts in music.



**Anna Clyne**  
**21<sup>st</sup> Century**

Anna Clyne is a London-born composer who now lives and works in New York. Anna's talent for music was obvious early on - she completed her first composition at just 11 years old! Since then, she has gone on to create a whole range of orchestral and chamber pieces as well as concertos, solo and vocal arrangements and has become one of the best-known female composers of the day.

## Vocabulary

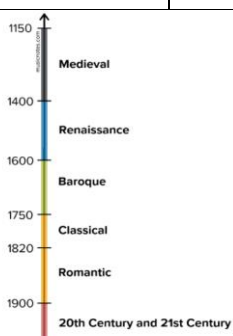
21 <sup>st</sup> Century	Music between 2000-now
Pulse	The steady beat in a piece of music. 
Texture	Different layers of melody and harmony to create the overall piece.
Tuned instrument	Percussion and orchestral instruments that can make different notes.
Ostinato	A rhythm or musical phrase which is often repeated. In <i>Night Ferry</i> , the violinists often repeat their phrases to be dramatic and represent the waves crashing.

## Night Ferry

Anna came up with the *night ferry* music based on a poem about a sailor at sea crossing a stormy ocean, which was Samuel Taylor Coleridge's poem *The Rime of the Ancient Mariner*.

She then started by picking up a paint brush and created a piece of artwork before writing the music.

*Night ferry* is an orchestral composition that was first performed in 2012 in Chicago, United States of America.



# Autumn Term 2 – Y2 - Listening and Appraising Musical Traditions

## What do I already know?

- I can repeat different rhythm patterns using body and class percussion (Y1).
- Take part in simple discussions with modelled responses about the music, considering where/why they may hear a piece of music. Link to festivals.

## What will I learn?

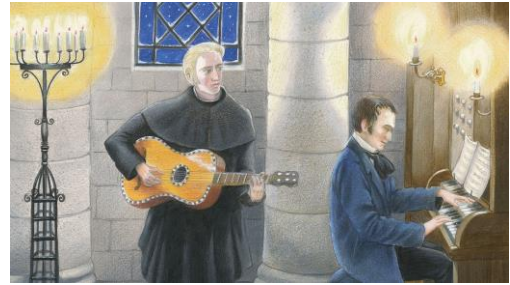
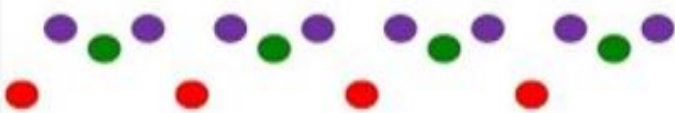
- I will understand a basic song structure (verse, chorus).
- I can discuss the purpose of a song and where/why it would be heard.
- I will explore melodic ostinatos using tuned instruments.

## Vocabulary

Verse	A part of the song which tells the song's story. They have different words in each verse usually.
Unison	A part of the music which is played, or sung, together.
Pitch	How <b>high</b> or <b>low</b> a note is.
Melody	A sequence of notes that are grouped together.
Melodic Ostinato	A melody that is repeated.

## Composition/Improvisation opportunities:

Compose a melodic ostinato related to a Christmas-themed stimulus.



## Christmas Carols Silent Night – Germany

"Silent Night" is a popular Christmas carol which is originally a German carol. It was composed in 1818 by Franz Xaver Gruber with lyrics by Father Joseph Mohr.

Father Joseph Mohr was preparing the music for midnight mass and asks his friend Franz Gruber, a schoolteacher, to write an accompaniment for a poem that he had written two years earlier.

That night, the two men sang their brand new song at St Nicholas church and one of our best-loved Christmas Carols was born.

It was traditionally written with German lyrics, but over the past 200 years, it has been translated into many different languages.



**Silent Night** is composed with 3 **verses** that is a repeated melody throughout the carol.

"Silent Night, Holy Night" is a **melodic ostinato** as it is a melody that repeats the same notes.